

Parent & Community EPSS Input Forum

Puesta del Sol Elementary &
Martin Luther King Jr. Elementary Schools

Overview of NCLB
and
School Results



What is NCLB?

- NCLB is the “No Child Left Behind” Education Act which became law in 2002 under President George W. Bush.
- The act mandates that all states demonstrate that **ALL** children are “proficient” in **reading** and **mathematics** by 2014.
- Until 2014, schools must meet annual targets that are raised each year.
- Students are also tested in writing and science, but the scores are not included in the “Adequate Yearly Progress” calculations.



How do schools meet Adequate Yearly Progress?

- Students take the NM Standards-based Assessment (SBA) each spring.
- Scores are reported both for all students and by subgroup.
- Three types of data are included:
 - **Proficiency** - % of students scoring proficient or advanced
 - **Participation** - 95% of students must complete all subtests
 - **Attendance / Graduation** - 92% attendance rate /
% of 9th grade students who graduate with a standard diploma in 4 years

Schools must meet **EACH** of the 37 possible indicators to meet AYP.

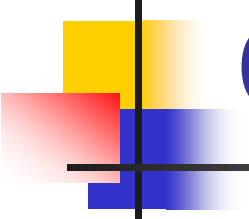
Population	Math Proficiency	Math Participation	Reading Proficiency	Reading Participation	Other Indicator
All Students	Met	Met	Met	Met	Met Elementary and middle schools = attendance rate. High schools = the cohort graduation rate.
Caucasian	Met	Met	Met	Met	
African-American	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
Asian / Pacific Islander	Met	Met	Met	Met	
American Indian	Met	Met	Met	Met	
English Language Learners	Met	Met	Met	Met	
Students with Disabilities	Not Met	Met	Met	Met	
Economically Disadvantaged	Met	Met	Met	Met	



What does the SBA look like?

- 70% of questions are multiple choice
- 30% of questions are short-answer or open-ended

- 50% of possible points are from multiple choice
- 50% of possible points are from constructed response



Sample SBA Question – Grade 3 Math

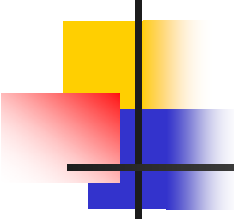
A. Short Answer (SA) 2 points

Mean: .55

Standard: IB

Strand: Number and Operations
Content Standard: Students will understand numerical concepts and mathematical operations.
Benchmark: Understand the meaning of operations and how they relate to one another.

<p>Mona was given the problem $32 \div 4 = 8$. Write an expression Mona can use to check if the problem is correct and explain why.</p>



Sample SBA Question – Grade 5 Reading

1. Think about the times Conor tried to tell the team about his plan. Explain each opportunity when he tried to share his idea with others. Use details from the story to support your answer.

Score	Description
4	Response gives a thorough explanation of the opportunities Conor had to share his plan. It explains how he finally revealed it to the team and gives details from the story. Details may include, but are not limited to the following: <ul style="list-style-type: none">• Conor tried to tell Wade during warm-up, but it was his turn to kick. Conor had the plan out of his sock, but not unfolded.• Conor tried to tell Coach Jenkins before the game, but he interrupted Conor by beginning a pep-talk to motivate the team.• Conor finally revealed his plan at halftime while everyone was eating. Coach Jenkins and the team agreed it would be a good idea to try it.
3	Response gives an adequate explanation of Conor’s attempts and includes some detail. Response is not as complete or in-depth as a score point 4 response.
2	Response gives a partial explanation of some of the opportunities Conor had to reveal his plan, but details are minimal and lack organization.
1	Response gives a bare explanation of some of the opportunities Conor had to reveal his plan, but includes little or no detail.
0	Response demonstrates no attempt to address the prompt



How did Puesta do this year?

Met 24 of 27 indicators

	Mathematics		Reading		Attendance
	Proficiency	Participation	Proficiency	Participation	
All Students	Yes	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes	
African-American	N/A	N/A	N/A	N/A	
Hispanic	Yes	Yes	Yes	Yes	
Asian	N/A	N/A	N/A	N/A	
American Indian	Yes	N/A	Yes	N/A	
English Language Learners	Yes	Yes	Yes	Yes	
Students with Disabilities	No	Yes	No	No	
Economically Disadvantaged	Yes	Yes	Yes	Yes	

How do Puesta's scores compare to last year?

	Mathematics			
	#	2008	2009	Δ
	Students Counted	% Prof.	% Prof.	
All Students	327	46.1%	47.1%	1.0%
Caucasian	114	50.4%	50.0%	-0.4%
African-American	11	N/A	63.6%	N/A
Hispanic	166	42.3%	45.8%	3.5%
Asian	9	70.0%	N/A	N/A
American Indian	27	33.3%	37.0%	3.7%
English Language Learners	48	44.4%	47.9%	3.5%
Students with Disabilities	43	20.0%	27.9%	7.9%
Economically Disadvantaged	210	38.7%	44.3%	5.6%

Needed 8.0 to make AYP

	Reading			
	#	2008	2009	Δ
	Students Counted	% Prof.	% Prof.	
All Students	328	52.3%	60.4%	8.1%
Caucasian	114	54.1%	68.4%	14.3%
African-American	11	N/A	81.8%	N/A
Hispanic	167	52.1%	55.1%	3.0%
Asian	9	80.0%	N/A	N/A
American Indian	27	29.2%	51.9%	22.7%
English Language Learners	48	51.1%	50.0%	-1.1%
Students with Disabilities	43	19.6%	20.9%	1.3%
Economically Disadvantaged	211	42.8%	53.6%	10.8%



How did MLKE do this year?

Met 21 of 23 indicators

	Mathematics		Reading		Attendance
	Proficiency	Participation	Proficiency	Participation	
All Students	Yes	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes	
African-American	N/A	N/A	N/A	N/A	
Hispanic	Yes	Yes	Yes	Yes	
Asian	N/A	N/A	N/A	N/A	
American Indian	N/A	N/A	N/A	N/A	
English Language Learners	Yes	N/A	Yes	N/A	
Students with Disabilities	No	Yes	No	Yes	
Economically Disadvantaged	Yes	Yes	Yes	Yes	

How do MLKE's scores compare to last year?

	Mathematics			
	#	2008	2009	Δ
	Students Counted	% Prof.	% Prof.	
All Students	338	66.8%	64.2%	-2.6%
Caucasian	152	74.5%	71.7%	-2.8%
African-American	20	63.2%	60.0%	-3.2%
Hispanic	134	56.7%	52.2%	-4.5%
Asian	22	83.3%	86.4%	3.1%
American Indian	10	61.5%	70.0%	8.5%
English Language Learners	26	66.7%	61.5%	-5.2%
Students with Disabilities	36	34.7%	25.0%	-9.7%
Economically Disadvantaged	134	50.9%	50.8%	-0.1%

	Reading			
	#	2008	2009	Δ
	Students Counted	% Prof.	% Prof.	
All Students	338	73.0%	70.4%	-2.6%
Caucasian	152	79.8%	76.3%	-3.5%
African-American	20	52.6%	50.0%	-2.6%
Hispanic	134	68.0%	64.2%	-3.8%
Asian	22	75.0%	77.3%	2.3%
American Indian	10	61.5%	90.0%	28.5%
English Language Learners	26	66.7%	53.9%	-12.8%
Students with Disabilities	36	20.4%	22.2%	1.8%
Economically Disadvantaged	134	60.9%	61.9%	1.0%



Conclusion

- We encourage you to work together with your school's teachers and administration to continue the growth in student achievement for all students.

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